

Dr. Martin Luther King- August 28th 1963, Lincoln Memorial, Washington D.C.

1 I am happy to join with you today in what will go down in history as the greatest
2 demonstration for freedom in the history of our nation.

3 Five score years ago, a great American, in whose symbolic shadow we stand today, signed
4 the Emancipation Proclamation. This momentous decree came as a great beacon light of
5 hope to millions of Negro slaves who had been seared in the flames of withering injustice. It
6 came as a joyous daybreak to end the long night of their captivity.

7 But one hundred years later, the Negro still is not free. One hundred years later, the life of
8 the Negro is still sadly crippled by the manacles of segregation and the chains of
9 discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the
10 midst of a vast ocean of material prosperity. One hundred years later, the Negro is still
11 languished in the corners of American society and finds himself an exile in his own land. And
12 so we've come here today to dramatize a shameful condition.

13 In a sense we've come to our nation's capital to cash a check. When the architects of our
14 republic wrote the magnificent words of the Constitution and the Declaration of
15 Independence, they were signing a promissory note to which every American was to fall
16 heir. This note was a promise that all men, yes, black men as well as white men, would be
17 guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is
18 obvious today that America has defaulted on this promissory note, insofar as her citizens of
19 color are concerned. Instead of honoring this sacred obligation, America has given the
20 Negro people a bad check, a check which has come back marked "insufficient funds."

21 But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there
22 are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to
23 cash this check, a check that will give us upon demand the riches of freedom and the
24 security of justice.

25 We have also come to this hallowed spot to remind America of the fierce urgency of Now.
26 This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of
27 gradualism. Now is the time to make real the promises of democracy. Now is the time to
28 rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now
29 is the time to lift our nation from the quicksands of racial injustice to the solid rock of
30 brotherhood. Now is the time to make justice a reality for all of God's children.

31 It would be fatal for the nation to overlook the urgency of the moment. This sweltering
32 summer of the Negro's legitimate discontent will not pass until there is an invigorating
33 autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And
34 those who hope that the Negro needed to blow off steam and will now be content will have
35 a rude awakening if the nation returns to business as usual. And there will be neither rest
36 nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of
37 revolt will continue to shake the foundations of our nation until the bright day of justice
38 emerges.

39 But there is something that I must say to my people, who stand on the warm threshold
40 which leads into the palace of justice: In the process of gaining our rightful place, we must
41 not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking
42 from the cup of bitterness and hatred. We must forever conduct our struggle on the high
43 plane of dignity and discipline. We must not allow our creative protest to degenerate into

44 physical violence. Again and again, we must rise to the majestic heights of meeting physical
45 force with soul force.

46 The marvelous new militancy which has engulfed the Negro community must not lead us to
47 a distrust of all white people, for many of our white brothers, as evidenced by their
48 presence here today, have come to realize that their destiny is tied up with our destiny. And
49 they have come to realize that their freedom is inextricably bound to our freedom.

50 We cannot walk alone.

51 And as we walk, we must make the pledge that we shall always march ahead.

52 We cannot turn back.

53 There are those who are asking the devotees of civil rights, "When will you be satisfied?"
54 We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of
55 police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of
56 travel, cannot gain lodging in the motels of the highways and the hotels of the cities.*We
57 cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger
58 one. We can never be satisfied as long as our children are stripped of their self-hood and
59 robbed of their dignity by signs stating: "For Whites Only."* We cannot be satisfied as long
60 as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for
61 which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls
62 down like waters, and righteousness like a mighty stream."¹

63 I am not unmindful that some of you have come here out of great trials and tribulations.
64 Some of you have come fresh from narrow jail cells. And some of you have come from
65 areas where your quest -- quest for freedom left you battered by the storms of persecution
66 and staggered by the winds of police brutality. You have been the veterans of creative
67 suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to
68 Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to
69 Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow
70 this situation can and will be changed.

71 Let us not wallow in the valley of despair, I say to you today, my friends.

72 And so even though we face the difficulties of today and tomorrow, I still have a dream. It is
73 a dream deeply rooted in the American dream.

74 I have a dream that one day this nation will rise up and live out the true meaning of its
75 creed: "We hold these truths to be self-evident, that all men are created equal."

76 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the
77 sons of former slave owners will be able to sit down together at the table of brotherhood.

78 I have a dream that one day even the state of Mississippi, a state sweltering with the heat
79 of injustice, sweltering with the heat of oppression, will be transformed into an oasis of
80 freedom and justice.

81 I have a dream that my four little children will one day live in a nation where they will not
82 be judged by the color of their skin but by the content of their character.

83 I have a *dream* today!

84 I have a dream that one day, down in Alabama, with its vicious racists, with its governor
85 having his lips dripping with the words of "interposition" and "nullification" -- one day right
86 there in Alabama little black boys and black girls will be able to join hands with little white
87 boys and white girls as sisters and brothers.

88 I have a *dream* today!

89 I have a dream that one day every valley shall be exalted, and every hill and mountain shall
90 be made low, the rough places will be made plain, and the crooked places will be made
91 straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

92 This is our hope, and this is the faith that I go back to the South with.

93 With this faith, we will be able to hew out of the mountain of despair a stone of hope. With
94 this faith, we will be able to transform the jangling discords of our nation into a beautiful
95 symphony of brotherhood. With this faith, we will be able to work together, to pray
96 together, to struggle together, to go to jail together, to stand up for freedom together,
97 knowing that we will be free one day.

98 And this will be the day -- this will be the day when all of God's children will be able to sing
99 with new meaning:

100 *My country 'tis of thee, sweet land of liberty, of thee I sing.*
101 *Land where my fathers died, land of the Pilgrim's pride,*
102 *From every mountainside, let freedom ring!*

103 And if America is to be a great nation, this must become true.
104 And so let freedom ring from the prodigious hilltops of New Hampshire.
105 Let freedom ring from the mighty mountains of New York.
106 Let freedom ring from the heightening Alleghenies of Pennsylvania.
107 Let freedom ring from the snow-capped Rockies of Colorado.
108 Let freedom ring from the curvaceous slopes of California.
109 But not only that:
110 Let freedom ring from Stone Mountain of Georgia.
111 Let freedom ring from Lookout Mountain of Tennessee.
112 Let freedom ring from every hill and molehill of Mississippi.
113 From every mountainside, let freedom ring.

114 And when this happens, and when we allow freedom ring, when we let it ring from every
115 village and every hamlet, from every state and every city, we will be able to speed up that
116 day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants
117 and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

118 *Free at last! Free at last!*

119 *Thank God Almighty, we are free at last!*³

Name: _____ Period: _____ Date: _____

SOAPSTone Analysis

Title:	
<i>Element</i>	<i>Textual Notes and Commentary</i>
Speaker – Whose voice is telling the story? What assumptions can you make about this person?	
Occasion – What is the time, place, current situation, or context in which the author is writing?	
Audience –Who is the intended audience for the piece? What assumptions can you make about the audience?	
Purpose – What is the speaker’s purpose? In what ways does the speaker convey the message?	
Subject – What is the subject of the piece? How do you know this?	
Tone – What is the author’s attitude towards the subject? How is the writer’s attitude revealed through specific words and phrases?	

Name: _____ Period: _____ Date: _____

Style Four Square Analysis

Structure (Organization & Syntax)

Argument (Appeals, Fallacies, other devices)

Language (Imagery, figurative)

So what- Final thoughts on the speech and its effectiveness.

Introduction

Mention of SOAPS (who, what, where, when, why): _____

Effect of context on meaning of speech: _____

Thesis Statement: _____

Body Paragraph: _____

Claim (Identify): _____

Data (Refer): _____

Warrant (Explain/Analyze): _____

Conclusion:

Restate thesis: _____

Final thoughts on speech (overall effectiveness and value) _____

Argumentative Writing Rubric

	Below Standard	Approaching Standard	At Standard	Above Standard
Identify (claim)	<p>___ Response identifies no rhetorical components, or misidentifies rhetorical components.</p>	<p>___ Response identifies only one rhetorical component per paragraph.</p> <p>Structure:</p> <p>___ Syntax ___ Punctuation</p> <p>___ Organization ___ Parallel structure</p> <p>___ Repetition ___ Cadence</p> <p>___ Voice ___ Beat</p> <p>Argument:</p> <p>___ Fallacies</p> <p>___ Appeals</p> <p>___ Other rhetorical devices: _____</p> <p>Language:</p> <p>___ Figurative language _____</p> <p>___ Tone and diction _____</p> <p>___ Imagery _____</p>	<p>___ Response Identifies two rhetorical components per paragraph.</p> <p>Structure:</p> <p>___ Syntax ___ Punctuation</p> <p>___ Organization ___ Parallel structure</p> <p>___ Repetition ___ Cadence</p> <p>___ Voice ___ Beat</p> <p>Argument:</p> <p>___ Fallacies _____</p> <p>___ Appeals _____</p> <p>___ Other rhetorical devices: _____</p> <p>Language:</p> <p>___ Figurative language _____</p> <p>___ Tone and diction _____</p> <p>___ Imagery _____</p>	<p>___ EX: Use of 3 or more rhetorical devices</p>
Refer (cite, data)	<p>___ No use of data</p> <p>___ Data used is evidence of a misinterpretation of a rhetorical component.</p>	<p>___ The data may be not be a particularly effective example of the identified rhetorical component</p> <p>___ Integration of quotations or paraphrasing is not particularly smooth</p>	<p>___ Essay uses concrete evidence from the piece to support and refer directly to the rhetorical component identified.</p> <p>___ Evidence is cited using either direct quotes, demi-quotes, or paraphrasing</p> <p>___ MLA citation/signal phrasing is present and correct.</p>	<p>___ EX: Varied combination of types of citations</p>
Explain (analyze, warrant)	<p>___ The analysis fails to connect the identified rhetorical component and the data.</p> <p>___ The analysis lacks a discussion of "how" and "to what effect"</p>	<p>___ The connection between the identified rhetorical component and the data may be weak or superficial</p> <p>___ The analysis provides an explanation of "how" the author uses a particular rhetorical component <i>or</i> "to what effect" the author uses that component, but may not successfully discuss both</p>	<p>___ The analysis connects the identified rhetorical component to the cited data</p> <p>___ The analysis provides an explanation of both "how" the author uses a particular rhetorical component, as well as "to what effect" the author uses that component</p>	<p>___ EX: Analysis creates a new understanding within given research</p>

<p>Summarize</p>	<p>___ No visible synopsis with key details ___ No supporting context given ___ Summary misinterprets the main idea of the piece</p>	<p>___ Synopsis is present, but may be lacking in key details or depth ___ Essay contains some context to support summary and analysis ___ Summary generally grasps the main idea of the piece</p>	<p>___ Essay contains a brief synopsis of the piece which includes key details ___ Essay contains necessary context to support summary and analysis (SOAPS) ___ Summary grasps the main idea of the piece</p>	<p>___ EX. The essay connects contextual support to the overall meaning of the essay</p>
<p>Organization</p>	<p>___ Essay is missing multiple components ___ Essay is difficult to follow; paragraphs may have little connection to thesis</p>	<p>___ Essay may be missing one component, or component may be</p>	<p>___ Essay has all components including introduction, 3 body paragraphs (structure, argument, language), and conclusion ___ Essay has a sense of unity and completeness ___ Paragraphs and claims relate clearly to thesis of essay</p>	<p>___ Use of transitional phrases to enhance cohesion</p>